

Inspection of Mossbourne Community Academy

100 Downs Park Road, Hackney, London E5 8JY

Inspection dates: 28 and 29 September 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Mossbourne Community Academy changes pupils' lives for the better. The academy provides pupils with a far-reaching curriculum in and out of the classroom. Demanding rules and routines ensure that learning is front and centre at all times. Pupils are taught to aim high in order to reach their full potential. Pupils' exemplary behaviour means that teachers are able to teach and focus on learning. Pupils settle immediately so that no time is wasted. They listen, answer questions and get on with their work without fuss. As a result, pupils learn exceptionally well, achieve the highest results in examinations and leave school fully prepared for the next steps in their lives.

Some pupils we spoke with felt that some of the rules are too strict. However, they know that the rigorous routines help them to learn and keep safe. Pupils are not worried about bullying and know who to talk to if they were to have concerns. Nevertheless, they would like more opportunities for their views to contribute to the way things are done.

Pupils are extremely respectful of others. They accept different lifestyles and points of view without prejudice. Pupils welcome the work the academy does through the personal, social, health, careers and economic (PSHCE) programme. For example, they appreciate the way the academy's careers programme helps them make informed and unbiased choices about their future.

What does the school do well and what does it need to do better?

Through their attention to detail, leaders and governors ensure that pupils are given the tools with which to achieve their dreams. Nothing is left to chance. The academy provides a highly effective education that enables pupils, and sixth-form students, to reach first-rate outcomes. The deliberate focus on making sure that pupils' behaviour is impeccable is fundamental to the academy's success. It underpins the extremely well-planned curriculum, the excellent atmosphere in lessons and the single-minded attention to learning.

Great thought has been put into what pupils should learn and the order in which they learn it. Planning across the academy is sophisticated. As a result, pupils make the connections between different pieces of knowledge and develop their skills and understanding most effectively. Teachers ensure that pupils are exposed to the very best of what has been written and said over the years. For example, English teachers have chosen powerful speeches over the past 150 years or so to help Year 7 pupils develop their understanding of persuasive writing.

In all subjects, the curriculum is planned most effectively to ensure that new knowledge is taught in a way that builds on previous learning. Each lesson, and each unit of work, takes pupils' learning forward in a logical way. Teachers are experts in teaching their subjects. They know when to move on to new work and

when to recap on previous learning. Teachers are authoritative and know their subjects inside out. They have extremely high expectations. The consistency with which this is done across the academy is one of the reasons for pupils achieving so well.

Pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, also achieve the highest standards. The provision for pupils with SEND is first class, including for those pupils who attend the additional resource unit. Leaders also give priority to disadvantaged pupils to help ensure that they, too, realise their full potential. Teaching is adapted expertly to ensure that pupils' and students' needs are met fully.

The academy's wider curriculum enriches and extends pupils' learning substantially. It includes the Bourne Scholar programme where pupils learn about a wide range of ideas, events and views such as philosophy, ancient civilisations, climate change, politics and Hackney's history. In addition, there is an extensive array of extra-curricular opportunities. These range from the Duke of Edinburgh's Award, sports clubs and teams to music, creative activities and the Mossbourne Rowing Academy. In the sixth form, students also have many opportunities to learn outside the classroom, for example through the weekly enrichment programme. The academy provides dedicated support to apply for university, including Oxbridge. This, and the bursary programmes, help students gain places at some of the top universities in the country and overseas.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare and safety are a high priority. Leaders ensure that policies and procedures are robust and take account of the most recent government guidance. All staff understand the specific safeguarding issues in the local area. Leaders work closely with external agencies to help mitigate some of the more significant local issues. This includes those related to gang culture and child sexual exploitation.

Leaders and governors ensure that the trust maintains robust records of the vetting checks. Training is carefully organised so that staff are well versed in how to identify and report concerns. Pupils and students are taught about staying safe in the locality. They know about keeping safe online and the dangers of the inappropriate use of social media.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134693
Local authority	Hackney
Inspection number	10206810
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1455
Of which, number on roll in the sixth form	382
Appropriate authority	The governing body
Chair of governing body	Sylvie Pierce
Principal	Rebecca Warren
Website	www.mca.mossbourne.org
Date of previous inspection	13 January 2010, under section 5 of the education act 2005

Information about this school

- Mossbourne Community Academy provides education for pupils aged 11 to 18 in the London Borough of Hackney.
- The academy has an on-site unit for 15 pupils with SEND. There are currently 14 pupils attending the unit.
- The careers programme meets the requirements of the Baker Clause.
- The academy does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Meetings were held with the principal and the chief executive officer of the Mossbourne Federation. Inspectors also spoke with senior leaders, staff, pupils and the chair of the local governing body.
- Meetings were held with the safeguarding lead, and inspectors scrutinised school records of the safeguarding checks on adults working in the school.
- Deep dives were conducted in English, mathematics, Spanish, sociology, physical education, history and biology. In each of these subjects, inspectors met with subject leaders, visited lessons, talked to pupils about their work and, where possible, met with teaching staff to talk about their approach to the curriculum.
- Inspectors considered the views of 66 members of staff who responded to the confidential survey for staff and 203 responses to Ofsted’s Parent View survey, of which 147 were free-text responses.
- Meetings were held with groups of pupils and students to discuss their views about many different aspects of their school. Inspectors also considered 165 responses to Ofsted’s online pupils’ survey.

Inspection team

Brian Oppenheim, lead inspector	Her Majesty’s Inspector
Bruce Goddard	Ofsted Inspector
Charlotte Robinson	Ofsted Inspector
James Waite	Ofsted Inspector
Jeffery Quaye	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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